



Differences in Perception among Teachers about Rashtriya Madhyamik Shiksha Abhiyan in West Bengal



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Article history:

Received: 10 December 2015

Accepted: 30 January 2016

Published: 31 March 2016

Keywords:

Abhiyan;

Level of perception;

Mid-day meal;

Rashtriya madhyamik Shiksha;

Sarva Shiksha mission;

Abstract

Teachers are a most significant factor in the education system. Teachers are playing a very important role for the success of the education system. That system of education may be for a primary level or for secondary level, or it may be for the level of higher education. Teachers are a dynamic and conscious factor of education, they are very cognizant about every phenomenon of education due to their professional competence. They are well acquainted with national literacy mission, post-literacy mission, district primary education programmer and Sarva Shiksha Mission. The recently launched new programmer of secondary education as Rashtriya Madhyamik Shiksha Abhiyan, this study had concentrated to identify the differences of the level of perception about Rashtriya Madhyamik Shiksha Abhiyan (RMSA) among the school teachers, in term of 17 variables viz. Age of respondent (X1), Educational qualification of respondent (X2), Number of family members (X3), Number of children going to school (X4), Number of Children studying in class IX and X (X5), Need of private tuition (X6), Reasons behind the private tuition (X7), Additional boost up given by RMSA (X8), Shortfall of present secondary education system (X9), Remediable steps of secondary education (X10), Awareness of social facts (X11) Involvement in social activities (X12), Influence of SSA (X13), Achievement of SSA (X14), Functions of Mid-day Meal(X15), Initiation of Mid-day Meal for Secondary level (X16), and Better options of implementation of Mid-day Meal(X17) were found to bear mentionable impact on the high and low level of perception (Y) of the school teachers of West Bengal.

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1. Introduction

Before we begin to understand the evolving role of a teacher, let's outline some of the most popular teachers' roles. Different educationist states that 'it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness'. So here are some of the most common teacher roles. In the classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? The teacher is a kind of walking resource center ready to offer help if needed or provide learners with whatever language they lack when performing communicative activities.

There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback. This role improves the atmosphere in the class when the teacher takes part in an activity. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs.

According to [Harmer, J. \(2007\)](#), the term 'facilitator' is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own but also take responsibility for that learning) through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge. Harmer, J. also states that 'it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials'. Some of the most common teachers' roles are the following¹.

Teachers help their colleagues by sharing instructional resources. These might include instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate an analysis of student learning.

In the study of [Jamwal Balbir Sing \(2012\)](#), teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well-known saying that the teacher is the nation builder. The quality of the teacher education programme needs to be upgraded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organization etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately, still there are several shortfalls in the system. After the deep study and healthy discussion with educationist, I came to this conclusion that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, and the bright future of teacher education is possible².

Study of [Ashraf Imam \(2011\)](#) shows that an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and ample support for growth are essential for creating and sustaining teacher quality. Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school. Although the task of recruiting for both miscellany and quality seems discouraging, several well-documented and proven long-term strategies exist and but now we should support the creation of a stable pipeline for recruiting more and better qualified, diverse teachers. Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined eligibility criteria for teaching) but not passing the

¹ Harmer Jeremy. (2007),

² Balbir Sing Jamwal (2012)

tests. Develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellence in teaching in the Indian context is only possible if these points to be remembered: Students should listen intently, and participate actively (Concentrated listening). Teachers should try to interact with all of the students in the class (Thirst-quenching learning) More emphasis given to educational activities, careful planning, the timed questioning session should be organized. Students learn stage-setting routines that allow teachers to change activities without interruption.³

Sukhvir Kaur (2013) showed in his study the need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education - both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers. Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the educational system. During the last years, new thrusts have been posted due to rapid changes in the educational, political, social and economic contexts at the national and international levels. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learned are seldom practiced in the actual school system. This highlights the need to bring realism and dynamism into the curriculum. The courses of studies both in theory and practice should be reorganized. A teacher education department should, therefore; conduct special innovative programmes i.e. seminars, combining of the seminar, discussions with lectures, team teaching, and panel discussion. The admission procedures of B.Ed. should be completely systematized. There should be a planning unit in each state education department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. The practicing schools have to be taken into confidence. For this, the members of the staff of teachers colleges should be closely associated with the schools. Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and an accurate manner of assessment⁴.

Fotini Kefalidou¹, Nikolaos Vassilakis, and Konstantinos Pitsalidis (2015) showed that teachers' empowerment is of great importance for their job satisfaction and thus completely necessary for the improvement and upgrading of schools. Consequently shaping policy on human resource management issues in education should aim at the empowerment and job satisfaction of teachers. According to the present research, it could be mentioned that the teachers feel less satisfied when they do not work in one school as they do not belong to a stable school environment and when their job is not permanent. These teachers feel less empowered so they are less efficient. It is imperative, thus, appropriate working conditions are ensured in order teachers feel empowered and satisfied with their jobs. Teachers are obliged to follow decisions made by the ministry of education which is responsible for the educational strategies. Given the general desire for effective schools and improving the quality of education, it would be the right solution specific formulators of educational policies take into account the factors influencing job satisfaction of teachers, in order to lead to more effective education. This study course is subject to some limitations, mainly due to the fact that it was conducted in a single region of Greece and because of its small sample. Thus, its results cannot be generalized to all country's public servants since teachers are only a part of all public servants. Moreover, the sample of this study included Primary school teachers, excluding teachers of secondary and high schools and Higher Education (University) teachers. Finally, Thessaloniki is, of course, a major urban center in which many teachers work, but every researcher should have in mind that in Greece there are schools on islands, suburban and rural areas where working and living conditions differ significantly from those of urban centers. Therefore, there are demographic and organizational - occupational factors which may affect job satisfaction and its connection to empowerment. Given therefore the above limitations a number of new research questions may be brought. The latter may be related to differences that may arise in the interaction of the satisfaction of teachers with empowerment in urban, rural and suburban areas of the country. Another research question could be referred to the differences in the above interaction between different public employees. Finally, the interesting issue could be a study of differences in the interaction between teachers from various grades of education among larger samples because of their importance for increasing

³ Ashraf Imam (2011)

⁴ Sukhvir Kaur (2013)

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the effectiveness of training. By this way, an overall perception of teachers' empowerment and job satisfaction would be received⁵.

In the study of Charly Ryan (2014), the approach taken here to investigating peers' experiences of a programme seems to make important contributions to participants becoming reflective, becoming researchers and becoming teachers. These are much sought after but less seen outcomes of initial teacher education (Zeichner, 2010). Participants drew on their experience to draw lessons for themselves as learners, as becoming researchers, and as becoming teachers. These reflections seem to relate to their ways of being and their ways of interacting with their future students. Carr and Kemmis (1986) argue that teacher research might be classified as technical, practical or emancipator. The technical approach is towards control where external researchers decide the research purposes and the teachers' roles are to see how they might answer these questions. In the practical orientation, the focus on understands the context, in this case, school university links. A critical or emancipator orientation has as its focus the search for means to empower individuals so they can help bring about societal change. The participants in this project show that they are becoming critical, wanting to change student experience for the better and also seeing that their future students can and should be allowed to flourish as they have. They see themselves as becoming researchers able to create knowledge, which may be more likely to influence their future practice (Hargreaves, 1999). They have moved beyond simple dichotomies such as theory/ practice to a more nuanced view. The skills they have developed as becoming teachers, becoming researchers and curriculum creators should stand them in good stead for the challenges they will meet in the many changes that this century will bring. They seem to becoming accomplished teachers that envisaged by Shulman and Shulman (2004, p259) we would now stipulate that an accomplished teacher has developed along the following dimensions: An accomplished teacher is a member of a professional community who is ready, willing, and able to teach and to learn from his or her teaching experiences⁶.

Job satisfaction among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. The wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. Therefore, as most of the general degree colleges of West Bengal are being run by the Part-time college teachers, hence it is very urgent to think sincerely over the matter of job satisfaction of Part-time college teachers to improve the quality and standard of higher education in the state of West Bengal as well as in India⁷.

2. Research Methods

2.1 Method

The present study is based on an intensive individual survey conducted during April to December 2013 in 25 different secondary schools of Kolkata which was selected on a random basis out of 713 Secondary and Higher Secondary schools. A structured schedule containing 40 different questions were placed before the respondent. Generally, all subject teachers of schools, being chosen as the respondent for this study. The total number of respondent select randomly for the study is 100 out of 4,320 from 25 secondary schools of the north and south Kolkata. A similar study is based on an intensive school survey in two blocks namely, Goalpokhor-I and Hemtabad block of Uttar Dinajpur state of West Bengal. With the help of the random sampling method of 50 secondary schools teachers were selected from Goalpokhor-1 and another 50 secondary school teachers were selected from Hemtabad block. A structured schedule containing 40 questions/ statement/ views/ opinions/ options were placed before each teacher individually to assess the level the perception about Rashtriya Madhyamik Shiksha Abhiyan. Above 40 questions were again arranged in seventeen (17) causal variables X_1 to X_{17} . Here, in order to identify the problems, various statistical analyses like correlation, mean, and Mahalanabis D-square analysis method are used to understand the cause of discrimination in their perception level.

⁵ Fotini Kefalidou, Nikolaos Vassilakis, Konstantinos Pitsalidis (2015)

⁶ Charly Ryan (2014)

⁷ Abhijit Dutta, Pranab Barman, Dr. Santosh Kumar Behera (2014)

2.2 Objective of the study

Objectives of the study are as follows:

- a) To study the level of perception (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of school teachers.
- b) To assess the nature and extent of causal factors viz. Age of respondent (X₁), Educational qualification of respondent (X₂), Number of family members (X₃), Number of children going to school (X₄), Number of Children studying in class IX and X (X₅), Need of private tuition (X₆), Reasons behind the private tuition (X₇), Additional boost up given by RMSA (X₈), Shortfall of present secondary education system (X₉), Remediable steps of secondary education (X₁₀), Awareness of social facts (X₁₁) Involvement in social activities (X₁₂), Influence of SSA (X₁₃), Achievement of SSA (X₁₄), Functions of Mid-day Meal(X₁₅), Initiation of Mid-day Meal for Secondary level (X₁₆), and Better options of implementation of Mid-day Meal(X₁₇).
- c) To study the nature of interdependency between and among the causal and consequent variables as assumed the above segment.
- d) To screen out the causal variables and its substantial effect on the level of perception (Y) out of this 17 causal variables for formulating a strategy of intervening Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for the betterment of secondary education.
- e) To ensure that all secondary schools have physical facilities, staffs, and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools and appropriate regulatory mechanism in the case of other schools.
- f) To improve access to secondary schooling to all young people's according to norms – through proximate location (say, Secondary Schools within 5 km, and Higher Secondary Schools within 7-10 km) /efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- g) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability, and other barriers.
- h) To improve the quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- i) To ensure that all students pursuing secondary education receive an education of good quality
- j) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.
- k) The main objectives of this specific study are as follows:
 - 1) To assess the level of perception among teachers of Kolkata district of West Bengal from some socio-economic, socio-cultural, and other factors associated with secondary school education system;
 - 2) To assess the level of perception among Teachers of Uttar Dinajpur district of West Bengal from some socio-economic, socio-cultural, and other factors associated with secondary school education system;
 - 3) To evaluate the difference of their level of perception among Teachers of two districts; and
 - 4) To identify the factors responsible for the high and low level of perception.

3. Results and Analysis

Table 1
Values of linear discriminate coefficient against 17 causal variables

Variables	Linear Discriminant Coefficient (D2)
Age of respondent (X ₁)	0.0281311
Educational qualification of the respondent (X ₂)	0.0000000
Number of family members (X ₃)	0.0169625
Number of school going Children (X ₄)	0.0012438
Number of Children studying in class IX and X (X ₅)	0.0013015
Needs for private tuition (X ₆)	0.0077139
Reasons for the needs of private tuition (X ₇)	0.1775383
Additional boost up is given by RMSA (X ₈)	0.0569451

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The shortfall of the present secondary education system (X9)	0.1325086 0.0803154
Remediable steps of secondary education (X10)	0.0007108
Awareness of social facts (X11)	0.0044532
Involvement in social activity(X12)	0.0027199
Influence of SSA (X13)	0.0040305
Improvement of UEE (X14)	0.0641337
Functions of Mid-Day Meal (X15)	0.0163924
Initiation Mid-Day meals for the Secondary level (X16)	0.0045758
Better options for the implementation of mid-day meal (X17)	

Table 1 shows the discriminant analysis value on the seventeen variables. These values of discriminate analysis present the difference of teacher's perceptions of two districts in the light of Rashtriya Madhyamik Shiksha Abhiyan of two districts of West Bengal. The success of Rashtriya Madhyamik Shiksha Abhiyan depends on the fulfillment, aim, and objectives towards the fulfilment of universalization of secondary education in this two district. The difference of these seventeen variables in the level of perception among school teachers of two districts explains the importance.

Table 2
Mean their differences and 'r' values of variables with respect to the level of perception

Variables	High Level N ₁ =100 Mean Value	Low Level N ₂ =100 Mean Value	Mean Difference (MD) 'r' Value	
Age of respondent (X ₁)	39.97	39.37	0.60	-0.0287
Educational qualification of respondent (X ₂)	3.52	3.32	0.20	-0.0081
Number of family members (X ₃)	4.56	4.34	0.22	0.0348
Number of school going Children (X ₄)	0.96	1.02	0.06	0.0470
Number of Children studying in class IX and X (X ₅)	0.31	0.38	0.07	-0.0103
Need of private tuition (X ₆)	1.38	1.57	0.19	0.1093
Reasons behind the private tuition (X ₇)	1.25	0.54	0.71	0.0244
Additional boost up given by RMSA (X₈)	0.46	0.92	0.46	0.5112**
Shortfall of present secondary education system (X₉)	1.35	0.63	0.72	0.2563**
Remediable steps of secondary education (X₁₀)	0.87	0.61	0.26	0.2234**
Awareness of social facts (X ₁₁)	2.81	2.06	0.75	0.0331
Involvement in social activity (X ₁₂)	3.64	0.39	3.25	0.0225
Influence of SSA (X ₁₃)	2.46	2.97	0.51	0.1113
Improvement of UEE (X ₁₄)	6.25	8.89	2.64	0.0813
Functions of Mid-Day Meal (X ₁₅)	4.60	5.20	0.60	0.0142
Initiation Mid-Day meals for Secondary level (X ₁₆)	0.72	0.71	0.01	-0.0265
Better options to implementation of mid-day meal (X ₁₇)	1.51	1.70	0.19	0.0879

Critical Value (One Tail, 0.05) = +or - 0.117(*)
Value (Two Tail, 0.01)= +or -0.182(**)

* significant at 5% Critical
** significant at 1%

Table 2 shows the mean values of 17 variables classifying teachers' perception of Kolkata and Uttar Dinajpur district to be identified as high and low level. High level means a higher level of understanding on that point of view. Low mean value means a low level of understanding and perception on that point of view in respect of Rashtriya Madhyamik Shiksha Abhiyan. In this table, high level and low level of mean values are not always indicate the high level of perception and low level of perception.

The table shows that the age level of teachers of Kolkata where the mean value is high that is, 39.97 years than the mean value of teachers of Uttar Dinajpur district 39.37 years. This difference can not indicate directly the high level and low level of perception about Rashtriya Madhyamik Shiksha Abhiyan.

From these seventeen variables, only three variables like Additional boost up given by RMSA (X_8), Shortfall of present secondary education system (X_9), and remediable steps of present secondary education system (X_{10}) show their noticeable level of significance in determining the high and low level of perception among teachers of Kolkata and Uttar Dinajpur district.

The table shows that in many respect the mean values of variables of Kolkata district are low then the mean of the same variables of Uttar Dinajpur district. Here low mean values of teachers' perception indicate that the infrastructural development of schools of Kolkata district is sufficient there is no need and no more space for new infrastructural development what is essential for secondary schools and secondary education of the district like Uttar Dinajpur. Variables like additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan create hope among teachers of Uttar Dinajpur district about the development of the poor condition of secondary education in the district. So the mean value of Kolkata district shows low than the mean value of Uttar Dinajpur district. It means that among secondary schools of Uttar Dinajpur district have so many shortfalls to be fulfilled like the demand of secondary schools, number of teachers, school building, classroom and non-teaching staff, basic amenities like drinking water, clean toilet for boys and girls etc.

Analysis of variables like lack of present secondary education system shows the significant result in this point of view and the mean value for Kolkata district is high 1.35 than the mean value of teachers of Uttar Dinajpur district 0.63. This mean value shows the teachers of Kolkata district more aware than the teachers of Uttar Dinajpur district on the point of a shortfall of present secondary education system like lacks in curriculum, discipline, promotion system of students without restriction. Whereas teachers of Uttar Dinajpur district were busy to maintain the basic amenities for their students.

Table 2 also shows the variable like remediable steps of the present secondary education system (X_{10}) is significant, the mean value for Kolkata is high than the mean value of Uttar Dinajpur district. This indicates that teachers of Kolkata district are very positive.

Table 3
The percentage contributions of individual character to the total distance measurement

Variable No	Variable Coefficient	Mean Difference	Coefficient X Mean Difference	Coefficient X Percentage Contribution	Rank
X_1	0.0281311	0.60	0.016878	4.72	VI
X_2	0.0000000	0.20	0	0.00	
X_3	0.0169625	0.22	0.003732	1.04	IX
X_4	0.0012438	0.06	7.5E-05	2.1E-02	
X_5	0.0013015	0.07	9.1E-05	2.5E-02	
X_6	0.0077139	0.19	0.00147	0.411	
X_7	0.1775383	0.71	0.126052	35.27	I
X_8	0.0569451	0.46	0.02619	7.32	IV
X_9	0.1325086	0.72	0.095406	26.69	II
X_{10}	0.0803154	0.26	0.020882	5.84	V
X_{11}	0.0007108	0.75	0.000533	0.14	
X_{12}	0.0044532	3.25	0.014473	4.05	VII
X_{13}	0.0027199	0.51	0.00139	0.38	
X_{14}	0.0040305	2.64	0.01064	2.97	VIII
X_{15}	0.0641337	0.60	0.03848	10.79	III
X_{16}	0.0163924	0.01	0.000164	0.04	
X_{17}	0.0045758	0.19	0.00087	0.24	

Table 3 shows the contribution of every variable in percentage forms through discriminate analysis. From the entire seventeen variables, variables like age of respondent presents **4.72** percent, the number of family members contributes **1.04** percent, reasons behind the private tuition adds **35.27** per cent, additional boost up given by RMSA donates **7.32** percent, shortfall of present secondary education system puts **26.69** percent, remediable steps of present secondary education system gives **5.84** percent, involvement in social activity presents **4.05** percent, improvement of UEE adds **2.97** percent, and functions of Mid-Day Meal contributes **10.79** percent to the total discrimination.

4. Conclusion

In order to know the personal, social, cultural, economic, geographic positional element affecting the level of perception among teachers related with the secondary education system of West Bengal at the inaugural stage of Rashtriya Madhyamik Shiksha Abhiyan, the study is unique. In the way of search, the different aspects are affecting the level of perception about Rashtriya Madhyamik Shiksha Abhiyan among teachers. Others few eminent elements such as age of respondent (X_1), Educational qualification of respondent (X_2), Number of family members (X_3), Number of school going children (X_4), Number of Children's studying in class IX and X (X_5), Need of private tuition (X_6), Reasons behind the private tuition (X_7), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X_8), Shortfall of present secondary education system (X_9), Remediable steps of secondary education (X_{10}), Awareness of social facts (X_{11}) Involvement in social activities (X_{12}), Influence of SSA (X_{13}), Achievement of SSA (X_{14}), Functions of Mid-day Meal(X_{15}), Initiation of Mid-day Meal for Secondary level (X_{16}), and Better options of implementation of Mid-day Meal(X_{17}), have been described to discriminate the level of perception among Secondary School Teachers of West Bengal.

Conflict of interest statement and funding sources

The author(s) declared that (s)he/they have no competing interest. The study was financed by personal funding.

Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

Acknowledgments

The author would like to thank the reviewer for their consideration to the further process of the peer review. The author as well as thanks to the editor for their support, valuable time, and advice. Last but not least, the author thanks all researcher for their contribution as the references to the present article.

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